

# Community Education Advisory Council (CEDAC)

## *A G E N D A*

**February 22, 2016  
6:00 – 7:30  
Educational Services  
Center,  
1725 N. Dodge Street  
Iowa City, Iowa  
52245  
Meeting Room C**

- 1. Introductions**
- 2. Approve minutes from the January council meeting. (See attached.)**
- 3. Decide on ground rules for the Council. Attached are ground rules used for the Budget Advisory Committee and a draft for CEDAC.**
- 4. Goal-setting for 2015-2016**  
Attached are:
  - **Notes from Feb. BASP / SFA meeting**
  - **Spreadsheet from BASPs**
  - **Preschool poverty data**
  - **First draft of goals**
- 5. Budget discussion**
- 6. Meeting date and agenda for April**

## **DRAFT GOALS:**

- 1. Support our new immigrant populations by partnering with the community to offer increased opportunities for both students and parents.**

Action Steps:

- Collaborate with the Equity Committee and community organizations (i.e. Center for Worker Justice)
- Meet with immigrant groups in the community to gather more information about what currently exists that is helpful and what additional supports are needed
- Meet with community partners (i.e. Department of Human Services, University of Iowa Hospitals and Clinics, Work force Development, local municipalities) about how they are currently serving immigrant families – what are the needs and resources?
- Explore supporting bi-lingual liaisons

- 2. Maintain and Support the Student and Family Advocate Program in every building. No Student and Family Advocate is to serve more than two buildings.**

Action Steps:

- 1) Have Student and Family Advocates present on what has changed over the past year. What is working well? What are the unmet needs of our families? Where are additional supports needed?

- 3. Increase accessibility to Before and After School Programs by reducing barriers to participation.**

Action Steps:

- 1) Explore multiple modes of communication to reach all families, including those with language barriers
  - 2) Partner with the district and the community to provide transportation
  - 3) Partner with the district and the community to provide scholarships
  - 4) Continue to pursue grant funds to support after school and summer programming
- 4. Encourage consistency among the BASP programs by ensuring the commitments made by both the ICCSD and the partner agencies in the Interagency Agreements are being implemented.**
- 5. Preschool**

**Community Education District-Wide Advisory Council  
January 11, 2016**

**Members present:** Melissa Mandernach, Laurie Nash, Aimerance Mzinga, William Taylor, Alexander Lodge, Amy Faulkner, Amy Nielsen

**Staff present:** Joan Vanden Berg

**Guests present:** Tammy Osterhaus, Abbey Sturgell, Eddie Rosenquist, Tosha Troutman

**Introductions**

Joan convened the meeting at 6:00. Introductions were made including for guests, the BASP Directors.

Minutes of the November meeting were approved without additions or corrections.

**Demographics of the Preschool Program**

Joan also shared additional preschool information requested at the last CEDAC meeting. The enrollment summary of preschool. The total enrollment as of January 8, 2016 was 460 students.

- 38 Asian (8%)
- 114 Black (25%)
- 45 Hispanic (10%)
- 2 American Indian / Alaskan Native (.4%)
- 4 Native Hawaiian / Pacific Islander (.8%)
- 257 White (56%)

Laurie was also interested in poverty rates / free and reduced lunch data. She said in the past she has been told that data wasn't available since preschoolers do not eat lunch and so they don't sign up for the program. Anecdotally, she's heard that the poverty of the preschool is not reflective of the district. Joan will explore what data for free and reduced lunch / poverty are available.

**Web-site**

Joan indicated that she wants to move the Community Education page on the district's website under "Community" rather than buried under Health Services / Learning Supports. She asked for volunteers to help her with the web-site--- both what information we want to highlight / share, as well as designing a page that is engaging. Will offered to help. Alex said he might be able to help find a volunteer to help.

**Goal-setting for 2015-2016**

- 1) English Language Learners: the number of ELL students has nearly tripled in three years.

Comments: council members supported the idea of setting goals to support recent immigrants. "If we don't, who will?" Each school needs to create the community, partner with other parent groups to provide peer support. Amy Faulkner added that the municipalities could be a resource for family "field trips," as Coralville did something similar for students.

What more do we need to know?

Who is participating in English classes now? What is our charge? What is the community's role? We need to hear from our immigrant families. Bi-lingual staff is important, can the University be a resource? Do we have enough funds to outsource for bilingual staff to serve as a resource to school staff and families? How effective of a tool is language line? What languages are spoken by students and families, but not by district staff? We need to involve Kingsley in the discussion because there is a big overlap with the Equity plan.

Goals

What is realistic to do in the short-term and for the long-term? What is realistic to take on? Cultural competency training needs to be included in whatever we do. Cultural diversity fairs are at some buildings, buildings without diverse populations would also benefit from. What are schools doing now? First generation students can have tremendous success if the pieces can be put together for them.

## 2) Student and Family Advocates

Joan distributed a spread sheet indicating how the Student and Family Advocates are funded. (See attached.) Joan also shared notes from the February 2015 meeting where Student and Family Advocates presented to CEDAC and a handout about the program.

What more do we need to know?

Council members would like to have SFAs come together again, what has changed /not changed since last year? Iowa City and Johnson County are not contributing to the program directly, but what are they providing indirectly? Can we get information from agencies / school staff about what services are offered which has a direct impact on schools? Amy suggested that this would be a great topic of conversation at the joint meeting of local governments.

Goal:

Council members like the suggested revisions.

Maintain and support the Student and Family Advocate Program in every building.

- No Student and Family Advocate has more than 2 buildings
- Buildings with more than 100 students flagged as potential dropouts have two positions

Explore the possibility of bi-lingual SFA to specifically serve ELL populations

### 3) Extended Day and Extended Year Program

Council member decided to skip Extended Day and Extended Year Program to discuss After School programs since we had BASP directors in attendance. The council members decided to continue the discussion until 8:00.

### 4) Before and After School Programming

Joan shared that most BASPs were established to meet a child care / supervision need. The mission of the programs is to provide child care for working families, in addition to quality enrichment programming for students. Tuition is the responsibility of the family. Families with limited income may be eligible for Child Care Assistance but many challenges exist with CCA — work schedules, start-up time, immigration status, bureaucratic paper work. Additionally transportation is a barrier for many families.

Youth Development programs frequently have been established in response to an issue. Typically they are grant funded or receive scholarships. Kids benefit from the program, but eligibility for the program is not tied necessarily method of payment — CCA or tuition. The mission is youth enrichment or skill development — social skills, academic skills, connection to the community, self-awareness or exploration of interests. Programming is organized around youth needs not parent child care needs.

BASP Directors voiced their concern that their programs also provide youth development and it felt like Joan was pitting programs against each other. Joan explained that it's really a Venn diagram, that skill development is a part of both child care and youth development programs.

Joan presented the benefits of blending 21<sup>st</sup> CCLC programs with BASPs. When 21<sup>st</sup> CCLC programs were first in the district, they operated separately. By blending there are several advantages:

- 1) space can be shared;
- 2) there is the economy of scale for staffing -- both for administration and direct care workers;
- 3) everyone in the program benefits from diversity;
- 4) additional professional development opportunities;
- 5) shared resources, including transportation.

BASP guests were concerned that the assumption was there is not diversity in the BASPs that aren't blended. Joan indicated that data from the BASPs would be helpful, both for race and ethnicity and free and reduced lunch. The BASPs directors indicated that their DHS licensing consultant advised them that they can't share the number of students on CCA. Laurie indicated that CCA used for each licensed program is on the DHS web-site. Laurie thought it would be helpful if collecting the CCA data could serve as a baseline for a needs assessment. Joan pointed out that every BASP has different situations — different capacity issues, different demographics and transportation issues.

Melissa asked Joan to walk through what the 21<sup>st</sup> CCLC program is like? Joan ran through the typical day—snack, academic time –with students needing extra help getting tutoring, student not needing help having homework time or things like book clubs, and enrichment activities (i.e. Johnson County Extension or Children’s Musuem) for everyone. 21<sup>st</sup> CCLC programs are not significantly different than other BASPs, but it provides a method of payment and transportation.

BASP Directors shared that with the bell schedule change, they have openings and have reached out to parents, but there hasn’t been interest. What more can they do? Alex posed a question of whether it’s a marketing issue. Do we need to know more about the barriers? BASP Directors indicated that they have been made to feel that they are not willing partners because they can’t achieve an unattainable goal. Amy Neilsen suggested that we have a “do-over” on the goal and that BASPs provide the following:

- identify barriers to serving low-income students,
- collect baseline data on how many CCA students are being served now,
- provide information on what BASPs have done to make their program more accessible to low-income families.

The council agreed to this plan. Melissa asked if the BASPs felt that we were making progress and Amy Faulkner indicated that it felt like progress was being made, especially since the BASPs now have a representative on the council.

Next meeting will be February 22<sup>nd</sup> at 6:00 pm.